

Kentucky Board of Education Remaining Policy Decisions Related to the Assessment of Writing
January 5, 2005

KBE Agreements	Policy Questions											Pros	Cons	KBE Decision Points
Accountability Years														
	At which accountability years should the writing portfolio be assessed?											Writing collection/portfolio will inform instruction for on-demand and promote development of an independent writer On-demand will serve as an assessment of independent writing skills On-demand response to text at 12 th grade will require students to respond to an extended reading passage(s) in an analytical/persuasive manner requiring a higher depth of knowledge Multiple choice assessment of conventions gives students opportunity to sharpen grammar skills in preparation for ACT and post-secondary experiences	Some configurations of middle schools across the state contribute to the difficulty of a collection of work at 7 th grade, e.g., 7 th -8 th , 7 th -9 th , 7-12 th Survey results indicate a teacher preference for portfolio at 8 th grade and on-demand at 7 th grade Currently four content areas are assessed at 11 th grade Currently there is no reading core content at 12 th grade	
	At which accountability years should on-demand writing be assessed?													
	At which accountability years should the conventions of writing be assessed through multiple-choice items?													
	MODEL A	3	4	5	6	7	8	9	10	11	12			
	Writing On-demand (KCCT)	*		X	*		X		*		X+			
	Writing Collection/Portfolio	*	X		*	X		*		X				
Writing Multiple Choice	NRT		AUG	NRT		AUG	NRT	X						
Working Folder KRS 156.070	→	→	→	→	→	→	→	→	→	→				

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	<p>At which accountability years should the writing portfolio be assessed?</p> <p>At which accountability years should on-demand writing be assessed?</p> <p>At which accountability years should the conventions of writing be assessed through multiple-choice items?</p>											<p>Writing collection/portfolio will inform instruction for on-demand and promote development of an independent writer in 5th and 8th grades</p> <p>On-demand will serve as an assessment of independent writing skills in the transition years of 5th and 8th grades</p> <p>Reading assessment and on-demand response to text at 10th grade make a reading/writing connection that requires a student to respond to an extended reading passage(s) in an analytical/persuasive manner</p> <p>Multiple choice assessment of conventions gives students opportunity to sharpen grammar skills in preparation for ACT and post-secondary experiences</p>	<p>Some configurations of middle schools across the state contribute to the difficulty of a collection of work at 7th grade, e.g., 7th-8th, 7th-9th, 7-12th</p> <p>Survey results indicate a teacher preference for portfolio at 8th grade and on-demand at 7th grade</p> <p>Schools will feel compelled to schedule all students in English in 1st semester</p> <p>American Diploma Project questions the degree of rigor that can be accomplished in a 10th grade reading assessment</p>	
	MODEL B	3	4	5	6	7	8	9	10	11	12			
	Writing On-demand (KCCT)	*		X	*		X	*	X+					
	Writing Collection/Portfolio	*	X		*	X		*			X 1 st sem			
	Writing Multiple Choice	NRT		AUG	NRT		AUG	NRT	X					
	Working Folder KRS 156.070	→	→	→	→	→	→	→	→	→	→			

<p>At which accountability years should the writing portfolio be assessed? KDE recommends grades 4, 7 and 12.</p> <p>At which accountability years should on-demand writing be assessed? KDE recommends grades 5, 8 and 12. On-demand at grade 5 will provide evidence of independent writing skills of the student prior to transitioning to middle school. On-demand at grade 8 will provide evidence of independent writing skills of the student prior to transitioning to high school and at grade 12 will provide the rigor recommended by American Diploma Project</p> <p>At which accountability years should the conventions of writing be assessed through multiple-choice items?</p> <p>KDE recommends adding a multiple choice assessment at grade 10 to prepare students for ACT and post-secondary experiences</p>	<p>Writing collection/portfolio will inform instruction for on-demand and promote development of an independent writer in 5th and 8th grades</p> <p>On-demand will serve as an assessment of independent writing skills in the transition years of 5th and 8th grades</p> <p>On-demand response to text at 12th grade will require students to respond to an extended reading passage in an analytical/persuasive manner requiring a higher depth of knowledge</p> <p>American Diploma Project supports the degree of rigor that can be accomplished in the 12th grade year</p> <p>Multiple choice assessment of conventions gives students opportunity to sharpen grammar skills in preparation for ACT and post-secondary experiences</p>	<p>Some configurations of middle schools across the state contribute to the difficulty of a collection of work at 7th grade, e.g., 7th-8th, 7th-9th, 7-12th</p> <p>Survey results indicate a teacher preference for portfolio at 8th grade and on-demand at 7th grade</p> <p>Schools will feel compelled to schedule all students in English in 1st semester</p>
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MODEL C	3	4	5	6	7	8	9	10	11	12
Writing On-demand (KCCT)	*		X	*		X		*		X+
Writing Collection/Portfolio	*	X		*	X		*			X 1 st sem
Writing Multiple Choice	NRT		AUG	NRT		AUG	NRT	X		
Working Folder KRS 156.070	→	→	→	→	→	→	→	→	→	→

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Writing Portfolio Number of entries				
	<p>How many writing entries should be in the elementary portfolio?</p> <p>KDE recommends 3 (1 reflective, 1 literary/expressive, 1 transactive); no content area requirement</p> <p>Concurs with NTAPPA recommendation</p>	<p>Minimum of 3 entries is sufficient to cover all types of required writing as defined by Program of Studies</p> <p>NTAPAA recommends 3-4</p>	<p>Writing opportunities could be reduced if schools fail to adhere to Program of Studies (16 entries primary through 4th grade)</p>	
	<p>How many writing entries should be in the middle level portfolio?</p> <p>KDE recommends 3 (1 reflective, 1 literary/expressive, 1 transactive); at least 1 content area requirement</p> <p>Concurs with NTAPPA recommendation</p>	<p>Minimum of 3 entries is sufficient to cover all types of required writing as defined by Program of Studies</p> <p>NTAPAA recommends 3-4</p>	<p>Writing opportunities could be reduced if schools fail to adhere to Program of Studies (9 entries in 5th through 9th grades)</p>	
	<p>How many entries should be in the high school portfolio?</p> <p>KDE recommends: 4 (1 reflective, 1 literary/expressive, 2 transactive); at least 1 content area other than English Language Arts elective or required courses (1 transactive should be analytical/technical/workplace)</p> <p>Concurs with NTAPPA recommendation</p>	<p>Minimum of 4 entries is sufficient to cover all types of required writing as defined by Program of Studies. Additional writing entry at high school allows for focus on analytical writing</p> <p>NTAPAA recommends 3-4</p>	<p>Writing opportunities could be reduced if schools fail to adhere to Program of Studies (15 entries in 8-12th grades)</p>	
Scoring				
	<p>How should writing be scored? Holistically, analytically or through a modified analytical scoring method</p> <p>KDE recommends: Modified analytical for a portfolio and analytical for on-demand</p>	<p><u>Modified analytical</u> Procedure that many schools already use</p> <p>Provides more feedback to students and teachers</p>	<p><u>Modified analytical</u> Cut points for additional performance levels will need to be determined, i.e., mid novice, high novice, low apprentice, mid apprentice, high apprentice, proficient,</p>	

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		<p>Allows for assessment of specific criteria</p> <p>Analytical: Provides more instructional feedback than holistic</p> <p>Allows for assessment of specific criteria</p> <p>Can place weight on criteria</p> <p>Scores separately the various features in a single writing sample</p> <p>Low, middle and high degrees of performance are more accurately determined</p>	<p>distinguished</p> <p>Analytical: Requires more time in scoring</p>	
	<p>How many performance levels should there be? Keep at 4 or expand to 6</p> <p>KDE recommendation: 6</p> <p>(Concurs with NTAPPA)</p>	<p><u>Four performance levels:</u></p> <p>Performance levels that schools already use</p> <p><u>Six performance levels:</u> NTAPAA advised that 6 would be reasonable, consistent with other content areas and other states</p>	<p><u>Four performance levels:</u> Degrees of a student's performance in a particular cell are not identified with specificity and do not give credit for student progress within a performance level</p> <p><u>Six performance levels:</u> More performance levels may be seen as more difficult from the teacher/scorer point of view Scorers would need to be</p>	

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		Degrees of a student's performance in a particular cell are identified with more specificity and gives credit for student progress within a performance level	familiar with and use a wider array of scoring tools	
	Should Kentucky continue to score the writing portfolio at the school level? KDE recommends: scoring at the school level	PD opportunities, e.g., allows for analysis of student work by the staff Allows for monitoring school level scoring	Objectivity and bias issues	
	Should the writing portfolio be scored at a regional level? KDE recommends: regional scoring of sample of portfolios from each school to provide evidence of scoring accuracy and instructional analysis	PD opportunities, e.g., Opportunity to see a state-wide view of writing assignments	Multiple scoring sessions across the state would require intensive monitoring by KDE Not feasible to score every portfolio at regional level	
Weighting				
	How should the components of the writing assessment be weighted? Should they be weighted differently at the elementary level, middle school level and the high school level or the same? KDE recommends: 50/50 at all grade levels	50/50 Places more emphasis on development of the independent writer Creates equal balance in school-wide writing program	50/50 Will affect accountability index in some schools Trend data will be affected	